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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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**Figure 1**

## QUESTION 10

The following table shows the results of a survey of 100 people who were asked to name their favourite sport.

Sport	Number of people	Percentage
Football	45	45%
Cricket	30	30%
Tennis	15	15%
Swimming	10	10%

Use the table to answer the following questions.

1. How many people chose football as their favourite sport?

2. What percentage of people chose cricket as their favourite sport?

3. How many people chose tennis as their favourite sport?

4. What percentage of people chose swimming as their favourite sport?

5. How many people chose a sport other than football, cricket, tennis or swimming as their favourite sport?

Answer the following questions using the information in the table above.

## DECLARATION

Page 1

I hereby declare that the information provided in this form is true and correct to the best of my knowledge and belief.

Page 2

I hereby declare that I am not aware of any other person who has provided false information in this form.

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Page 7



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document concludes the study. It summarizes the key findings and provides a final statement on the importance of the research.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

the fact that the company's management is not the only one who is responsible for the company's success. The company's success is also determined by the quality of its products and services, the quality of its customer service, and the quality of its financial management. The company's success is also determined by the quality of its marketing and sales efforts, the quality of its research and development efforts, and the quality of its human resources management.

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1. The first step is to identify the problem. This involves understanding the current situation and what needs to be improved.

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1. **Introduction**  
 2. **Background**  
 3. **Methodology**  
 4. **Results**  
 5. **Conclusion**  
 6. **References**

Figure 1. Schematic representation of the experimental design. The subjects were divided into two groups: the control group and the experimental group. The control group was divided into two subgroups: the control group and the experimental group. The experimental group was divided into two subgroups: the control group and the experimental group. The control group was divided into two subgroups: the control group and the experimental group. The experimental group was divided into two subgroups: the control group and the experimental group.



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The following table shows the results of the regression analysis for the dependent variable "Number of children in the household" (N = 1,000). The independent variables are "Age of the head of household" and "Gender of the head of household". The table includes the coefficient estimates, standard errors, t-statistics, and p-values for each variable.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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## STUDY TIP

When you are asked to determine the slope of a line, you should first determine the equation of the line. Then, you can determine the slope of the line.

**Example 1**  
Find the slope of the line that passes through the points  $(-2, 3)$  and  $(4, -1)$ .

**Solution** First, we find the equation of the line. We use the point-slope formula with the point  $(-2, 3)$  and the slope  $m$ .

$$y - 3 = m(x + 2)$$
$$y - 3 = m(x + 2)$$

Next, we use the point  $(4, -1)$  to find the slope  $m$ . We substitute  $x = 4$  and  $y = -1$  into the equation  $y - 3 = m(x + 2)$ .

$$-1 - 3 = m(4 + 2)$$
$$-4 = m(6)$$
$$-4 = 6m$$
$$-\frac{2}{3} = m$$

Now, we substitute  $m = -\frac{2}{3}$  into the equation  $y - 3 = m(x + 2)$ .

$$y - 3 = -\frac{2}{3}(x + 2)$$

**Now Work** PROBLEM 11  
Find the slope of the line that passes through the points  $(-1, 2)$  and  $(3, -4)$ .

**PROBLEM 11** Find the slope of the line that passes through the points  $(-1, 2)$  and  $(3, -4)$ .

**Solution** First, we find the equation of the line. We use the point-slope formula with the point  $(-1, 2)$  and the slope  $m$ .

$$y - 2 = m(x + 1)$$

Next, we use the point  $(3, -4)$  to find the slope  $m$ . We substitute  $x = 3$  and  $y = -4$  into the equation  $y - 2 = m(x + 1)$ .

$$-4 - 2 = m(3 + 1)$$
$$-6 = m(4)$$
$$-\frac{3}{2} = m$$

Now, we substitute  $m = -\frac{3}{2}$  into the equation  $y - 2 = m(x + 1)$ .

$$y - 2 = -\frac{3}{2}(x + 1)$$

**Now Work** PROBLEM 12  
Find the slope of the line that passes through the points  $(-2, 1)$  and  $(5, -3)$ .

**Solution** First, we find the equation of the line. We use the point-slope formula with the point  $(-2, 1)$  and the slope  $m$ .

$$y - 1 = m(x + 2)$$

Next, we use the point  $(5, -3)$  to find the slope  $m$ . We substitute  $x = 5$  and  $y = -3$  into the equation  $y - 1 = m(x + 2)$ .

$$-3 - 1 = m(5 + 2)$$
$$-4 = m(7)$$
$$-\frac{4}{7} = m$$

Now, we substitute  $m = -\frac{4}{7}$  into the equation  $y - 1 = m(x + 2)$ .

$$y - 1 = -\frac{4}{7}(x + 2)$$

**Now Work** PROBLEM 13  
Find the slope of the line that passes through the points  $(-3, 4)$  and  $(1, -2)$ .

**Solution** First, we find the equation of the line. We use the point-slope formula with the point  $(-3, 4)$  and the slope  $m$ .

$$y - 4 = m(x + 3)$$

Next, we use the point  $(1, -2)$  to find the slope  $m$ . We substitute  $x = 1$  and  $y = -2$  into the equation  $y - 4 = m(x + 3)$ .

$$-2 - 4 = m(1 + 3)$$
$$-6 = m(4)$$
$$-\frac{3}{2} = m$$

Now, we substitute  $m = -\frac{3}{2}$  into the equation  $y - 4 = m(x + 3)$ .

$$y - 4 = -\frac{3}{2}(x + 3)$$

**Now Work** PROBLEM 14  
Find the slope of the line that passes through the points  $(-4, 1)$  and  $(2, -5)$ .

**Solution** First, we find the equation of the line. We use the point-slope formula with the point  $(-4, 1)$  and the slope  $m$ .

$$y - 1 = m(x + 4)$$

Next, we use the point  $(2, -5)$  to find the slope  $m$ . We substitute  $x = 2$  and  $y = -5$  into the equation  $y - 1 = m(x + 4)$ .

$$-5 - 1 = m(2 + 4)$$
$$-6 = m(6)$$
$$-1 = m$$

Now, we substitute  $m = -1$  into the equation  $y - 1 = m(x + 4)$ .

$$y - 1 = -1(x + 4)$$



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The first step in the process is to identify the problem. This involves gathering information about the situation and the people involved. Once the problem is identified, the next step is to analyze it. This involves breaking the problem down into its components and understanding how they are related. The third step is to develop a plan. This involves deciding on the best way to solve the problem and the steps that need to be taken. The fourth step is to implement the plan. This involves putting the plan into action and making any necessary adjustments. The final step is to evaluate the results. This involves assessing the effectiveness of the solution and determining if any further action is needed.

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1. The first step is to identify the problem. This involves understanding the current situation and what needs to be changed.

1. *Journal of the American Medical Association*, 2000; 283: 2689-2695.  
 2. *Journal of the American Medical Association*, 2000; 283: 2696-2703.  
 3. *Journal of the American Medical Association*, 2000; 283: 2704-2711.

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1. **Introduction**  
 2. **Methodology**  
 3. **Results**  
 4. **Discussion**  
 5. **Conclusion**  
 6. **References**  
 7. **Appendix**  
 8. **Index**  
 9. **Table of Contents**  
 10. **Figure 1**  
 11. **Figure 2**  
 12. **Figure 3**  
 13. **Figure 4**  
 14. **Figure 5**  
 15. **Figure 6**  
 16. **Figure 7**  
 17. **Figure 8**  
 18. **Figure 9**  
 19. **Figure 10**  
 20. **Figure 11**  
 21. **Figure 12**  
 22. **Figure 13**  
 23. **Figure 14**  
 24. **Figure 15**  
 25. **Figure 16**  
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**Abstract**—The purpose of this study was to determine if there were differences in the prevalence of musculoskeletal disorders among different types of workers. The subjects included all employees of a large manufacturing company who had been employed at least one year. A questionnaire was sent to each employee asking about symptoms of musculoskeletal disorders and work-related factors. The results showed that the prevalence of musculoskeletal disorders was higher among non-manual workers than manual workers. This result may be due to the fact that non-manual workers have more control over their work environment.

**Abstract**

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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1. **Identify the main topic**  
 2. **Summarize the key points**  
 3. **Highlight the most important information**  
 4. **Organize the information into a logical flow**  
 5. **Use clear and concise language**  
 6. **Check for accuracy and completeness**  
 7. **Revise and edit as needed**  
 8. **Final review and proofreading**  
 9. **Submit the final document**  
 10. **Follow up on any feedback**

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Age Group	Not at all	Somewhat	Moderately	Quite a bit	Very much
18-24	~45%	~35%	~15%	~5%	~0%
25-34	~40%	~35%	~15%	~10%	~0%
35-44	~35%	~35%	~20%	~10%	~0%
45-54	~30%	~35%	~25%	~10%	~0%
55-64	~25%	~35%	~30%	~10%	~0%
65+	~20%	~35%	~35%	~10%	~0%

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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1. **Introduction**  
 2. **Background**  
 3. **Methodology**  
 4. **Results**  
 5. **Conclusion**  
 6. **References**

**Abstract**

1. The first step is to identify the problem. This involves understanding the current situation and what needs to be improved.



The following table provides a summary of the data collected from the survey. The data is presented in a tabular format, with the first column representing the 'Year' and the subsequent columns representing the 'Number of respondents' for each 'Age Group' (18-24, 25-34, 35-44, 45-54, 55-64, 65+). The data is sorted by year, with the most recent year at the top.

1. The first step is to identify the problem. This involves understanding the current situation and what needs to be improved.

Figure 1. The effect of the number of trials on the mean number of correct responses.



**Abstract**

1. **Introduction**  
 2. **Background**  
 3. **Methodology**  
 4. **Results**  
 5. **Conclusion**  
 6. **References**

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1. The first step is to identify the problem. This involves understanding the current situation and what needs to be changed.

1. *What is the main purpose of the study?*  
 2. *What are the research objectives?*  
 3. *What is the research methodology?*  
 4. *What are the results of the study?*  
 5. *What are the conclusions of the study?*

**Abstract**

The following table shows the results of the regression analysis for the dependent variable "Number of children in the household" (N = 1,000). The table includes the coefficient estimates, standard errors, and t-statistics for each independent variable. The overall F-statistic is 12.34, and the adjusted R-squared is 0.15.

1. **Introduction**  
 2. **Background**  
 3. **Methodology**  
 4. **Results**  
 5. **Conclusion**  
 6. **References**

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**Abstract**—The purpose of this study was to determine if there were differences in the prevalence of musculoskeletal disorders among different types of workers. The study included 600 male employees from three companies who performed different types of work. The results showed that the prevalence of musculoskeletal disorders was higher among workers performing heavy physical work than among those performing light physical work or nonphysical work.

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**Abstract**

The following table shows the results of the regression analysis for the dependent variable "Number of children in the household" (N = 1,000). The independent variables are "Age of the head of household" and "Gender of the head of household". The table includes the coefficient estimates, standard errors, t-statistics, and p-values for each variable.

Variable	Coefficient	Standard Error	t-statistic	p-value
Age of the head of household	0.001	0.001	1.2	0.23
Gender of the head of household (Male = 1, Female = 0)	-0.05	0.02	-2.5	0.01
Constant	1.5	0.1	15.0	<0.001

The results indicate that the age of the head of household has a small, positive effect on the number of children in the household, while the gender of the head of household has a small, negative effect. The constant term is significantly positive, indicating that the average number of children in the household is approximately 1.5.







The following table shows the results of the regression analysis for the dependent variable "Perceived Organizational Support" (POS). The independent variables are "Organizational Commitment" (OC) and "Organizational Identification" (OI). The table includes the regression coefficients, standard errors, t-statistics, and p-values for each variable.

Variable	Regression Coefficient	Standard Error	t-Statistic	p-Value
Organizational Commitment (OC)	0.35	0.08	4.38	0.000
Organizational Identification (OI)	0.28	0.07	3.96	0.000
Constant	1.12	0.15	7.47	0.000
Adjusted R-squared	0.42			

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**Abstract**

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1. *Journal of the American Medical Association*, 2000; 284: 2689-2695.

1. **Introduction**  
 2. **Background**  
 3. **Methodology**  
 4. **Results**  
 5. **Conclusion**  
 6. **References**

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the 1990s, the number of people who have been infected with HIV has increased significantly. In 1990, there were about 1 million people living with HIV in the United States. By 2000, that number had risen to about 4 million. And in 2010, it was estimated that there were over 12 million people living with HIV in the United States.

One of the reasons for this increase is that more people are getting tested for HIV. In the 1990s, only about 10% of people who were at risk of getting HIV were getting tested. By 2000, that number had risen to about 30%. And in 2010, it was estimated that about 60% of people who were at risk of getting HIV were getting tested. This means that more people are knowing their status and taking steps to prevent the disease from spreading.

Another reason for the increase is that there are now more people who are living with HIV for a long time. In the 1990s, most people who were infected with HIV died within a few years. But now, thanks to advances in treatment, many people who are infected with HIV can live for decades. This means that there are more people who are living with HIV, and therefore more people who are spreading the disease.

There are also more people who are getting infected with HIV through sexual contact. In the 1990s, most people who were infected with HIV were infected through sexual contact. But now, there are more people who are getting infected with HIV through sexual contact. This is because there are more people who are having sex, and there are more people who are using condoms. This means that there are more people who are getting infected with HIV, and therefore more people who are spreading the disease.

There are also more people who are getting infected with HIV through injection drug use. In the 1990s, most people who were infected with HIV were infected through injection drug use. But now, there are more people who are getting infected with HIV through injection drug use. This is because there are more people who are using drugs, and there are more people who are sharing needles. This means that there are more people who are getting infected with HIV, and therefore more people who are spreading the disease.

## THE HISTORY OF HIV

The history of HIV is a story of discovery, struggle, and hope. It begins in the 1980s, when a new disease was first identified in a group of young men in Los Angeles. The disease was called "AIDS" (Acquired Immune Deficiency Syndrome), and it was caused by a virus called "HIV" (Human Immunodeficiency Virus). At first, the disease was thought to be a rare and mysterious illness, but as more people were infected, it became clear that it was a widespread and deadly disease.

In the early 1990s, scientists discovered that HIV was a virus that attacked the immune system. This meant that people who were infected with HIV would have a weakened immune system, which would make them more susceptible to other diseases. This was a major breakthrough, but it also meant that people who were infected with HIV would have a much shorter life expectancy than people who were not infected with HIV.

Over the years, scientists have learned more about HIV and how it spreads. They have discovered that HIV is spread through sexual contact, injection drug use, and from mother to child during childbirth. They have also discovered that there are ways to prevent HIV from spreading, such as using condoms and not sharing needles. This has helped to reduce the number of people who are getting infected with HIV, but there is still a long way to go.

Today, there are more people who are living with HIV than ever before. This is because of advances in treatment, which have allowed people who are infected with HIV to live for a long time. But there is still a stigma associated with HIV, and many people who are infected with HIV are still facing discrimination. We need to continue to work to reduce the stigma and to provide support for people who are living with HIV.









1. **Introduction**  
The purpose of this study is to investigate the effects of a new educational program on student learning outcomes. The study was conducted over a period of six months.

2. **Methodology**  
The study employed a quasi-experimental design. A group of students was selected from a large public school system. The students were divided into two groups: an experimental group and a control group. The experimental group received the new educational program, while the control group received the standard curriculum. Data was collected through pre-tests, post-tests, and a series of surveys.

3. **Results**  
The results of the study showed that the experimental group performed significantly better than the control group on the post-test. The experimental group also showed a greater improvement in learning outcomes over the six-month period. The control group showed no significant improvement in learning outcomes.

4. **Conclusion**  
The study concluded that the new educational program had a positive effect on student learning outcomes. The program should be implemented in other schools to improve student learning outcomes. Further research is needed to determine the long-term effects of the program.

## APPENDIX A

1. **Survey Questionnaire**  
The survey questionnaire was used to collect data on student learning outcomes. The questionnaire consisted of 10 questions. The questions were designed to measure student learning outcomes in the areas of knowledge, skills, and attitudes. The questionnaire was administered to the experimental group and the control group.

2. **Pre-test and Post-test**  
The pre-test and post-test were used to measure student learning outcomes. The pre-test was administered to the experimental group and the control group before the intervention. The post-test was administered to the experimental group and the control group after the intervention. The pre-test and post-test results were used to calculate the improvement in learning outcomes for each group.

The first of these is the fact that the world is not a uniform whole. It is a complex of many different parts, each with its own characteristics and its own history. This is why we must study the world as it is, not as we wish it to be. We must not let our preconceptions of the world blind us to the reality of what is.

The second of these is the fact that the world is not a static whole. It is a dynamic whole, constantly changing and developing. This is why we must study the world as it is, not as it was. We must not let our preconceptions of the world blind us to the reality of what is.

**THE WORLD AS IT IS**

The world as it is is a complex of many different parts, each with its own characteristics and its own history.

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